

- Kim, J. (2006). Piagetian and Vygotskian perspectives on creativity. *The International Journal of Creativity & Problem Solving*, 16(1), 25-38.

In a previous article, it was mentioned that to build inquiry in younger children you have to build creativity as well. This article reviews both Piaget's and Vygotsky's perspective on creativity and how important it is in a learning environment. The article discusses different and similar views between the two theorist pertaining to the topic of creativity.

- Cunningham, D., & Duffy, T. (1996). Constructivism: Implications for the design and delivery of instruction. *Handbook of research for educational communications and technology*, 170-198.

"Students should construct their own knowledge". This article focused on one of the most common phrases used in the constructivist theory. The article states that the truth is majority of students struggle to construct their own knowledge. Constructivist shouldn't simply rely on kids to learn from exploring but should also understand that the goal of a constructivist is to develop a support structure that aids and encourages participation an exploration in a direction that is beneficial to a child's learning.

- Finkelstein, N., Hanson, T., Huang, C. W., Hirschman, B., & Huang, M. (2010). Effects of problem-based economics on high school economics instruction.

This experiment was conducted on 7000 high school students and 76 teachers. Like many other experiment dealing with problem based learning student were taught in an IBL setting or a direct teacher setting. Studies once again showed that students in the IBL setting perform better than the others. The difference in this article from those previously read is that teachers were split into two groups as well. Some received a 40 hour professional development while the other received the same training they were previously getting. Teachers in this study reported that after receiving the PBL training, they were more satisfied with this method and more comfortable using it in their classroom versus their previous method of teaching.

- Wass, R., & Golding, C. (2014). Sharpening a tool for teaching: The zone of proximal development. *Teaching In Higher Education*, 19(6), 671-684.
doi:10.1080/13562517.2014.901958

I used this article mainly to focus on the definition of the Zone of Proximal Development. This idea was developed by Vygotsky and its purpose is to understand that kids learn best when something is challenging, but not too difficult to complete without minor assistance. ZPD is an active learning stage. This zone is important to inquiry based learning because teachers need to be aware that they need to constantly monitor students in order to keep them in a zone of proximal development.

- Hattie, J. (2008). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge

This article is beneficial to my research because it highlights the idea that when we change teaching methods in the educational system they tend to work but they also tend to have their flaws. Instead of focusing on which methods work or do not work, the researcher tried to uncover what it is about each method that is beneficial. Overall, the most important part in any kind of teaching instruction is feedback. Students like to know how they are doing and receive reinforcement or rewards depending on how they are functioning in their classroom. This helps motivate students to continue to learn.